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ABSTRACT

On-campus credit courses for the professional development of community college faculty have proven to be a highly effective means of improving the quality of instruction at McLennan Community College (Waco, Texas). If carefully designed, implemented, and evaluated, these courses can provide an appropriate alternative to faculty enrollment in postgraduate courses at other institutions. A successful program of professional development courses must include a clear recognition of the faculty's instructional needs and interests; offer faculty members maximum convenience, economy, and time efficiency; and utilize appropriate evaluative procedures to determine the courses' instructional value for both the enrolled faculty members and their own students. (Extensive appendixes include explanations of professional development requirements and salary schedule credits, a sample course proposal and prospectus, the syllabus and evaluation of a faculty workshop, and a list of noncredit seminars and credit courses offered at the community college.) (MM)

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IN-HOUSE COURSE WORK FOR SALARY STEP CREDITS:

THE PROGRAM AT McLENNAN COMMUNITY COLLEGE

by

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INTRODUCTION

A continual professional development requirement at McLennan Community College is for its faculty to update its academic knowledge and to improve its classroom teaching skills.[1] The college has given this requirement such a high priority that it has established an in-house system of salary step credit courses enabling instructors to:

(1) pursue and update academic knowledge in their respective teaching fields,

(2) obtain new knowledge and teaching skills appropriate to an ever changing and diverse student population,

(3) investigate and attempt totally new instructional concepts,

(4) focus their professional development on actual needs of the college, and

(5) acquire salary step increments for their successful completion of these credit courses.

[1]See Appendix A for McLennan Community College's official policy statement on professional development requirements and their salary values.

In-house credit courses were first offered to the faculty in 1979. Since then, MCC has conducted twelve courses totaling 27 credit hours applicable to an instructor's salary level classification, and approximately half of the college's full-time instructors have enrolled in one or more in-house credit courses.

Until 1977, the Dean of Instruction was responsible for all faculty development activities which involved providing guest speakers for faculty meetings, arranging for occasional inservice workshops, requiring the faculty, in general, to pursue a recommended teaching strategy, and approving post-graduate courses taken at other institutions. Instructional strategies promoted by this dean were abandoned when a new dean was hired. For the first eleven years the college was in operation, its professional development program could be, at best, described as fragmented, inconsistent, limited, and not very productive in terms of improved faculty teaching ability in the classroom.

In 1977, a new director was hired for MCC's media center operation. The center was renamed the Instructional Resource Center (IRC) and a new responsibility was given to its director: the development and implementation of on-campus professional development activities. At present the IRC Director divides his energies on a 50-50 basis between media support services and professional development activities.

The Dean of Instruction retains the responsibility of final approval on all professional development proposals and on eligibility of faculty participation in credit courses for salary step promotions. This dean also encourages faculty to submit individual proposals for professional development activities and projects.

These proposals are reviewed by the college's Professional Development Committee,[2] and its recommendations are sent to the Dean of Instruction for further action.[3]

The primary advantage of this reorganization of professional development responsibilities is that at the IRC, by virtue of its media support duties, is in an ideal position to identify instructional needs and interests either within departments or campus-wide. The IRC Director and his assistants are in daily contact with instructors and administrators and through this network are able to synthesize ideas for instructional improvement into specific course topics.

DEVELOPMENT OF THE CREDIT COURSE PROGRAM

One of the first professional development activities the IRC Director organized was a seminar on designing examination questions. There were an increasing number of instructors voicing concerns about their abilities to write and evaluate test questions. Since the IRC Director knew the nursing instructors had redesigned their testing procedures to correspond with a performance-based objective learning methodology, he asked one of them to conduct the seminar. Faculty participation was excellent, with 35 out of 110 attending. The seminar was judged a success by several non-research measures:

(1) Participating faculty engaged in lengthy questioning and discussion at the seminar's conclusion.

[2] Ibid

[3] See Appendix B for a description of the Professional Development Program at MCC and a sample professional development proposal form.

(2) The IRC experienced increased use of its test-scoring machine.

(3) Faculty frequently indicated to the IRC Director that they were using the test-scoring machine's test item analysis function to evaluate their examinations.

(4) Widespread faculty interest in writing better test items has resulted in the IRC adding a new service: microcomputer assisted test storage, retrieval, and comprehensive item analysis.

As another result of this seminar, the IRC Director and the Dean of Instruction decided the instructional skills of the faculty might best be strengthened by an on-campus credit course structure that would not only allow indepth study and training but also would apply to salary step requirements in the same manner as off-campus post-graduate courses. They further recognized various MCC instructors were qualified to teach such credit courses. These instructors were recognized experts, both on and off campus, in their subject areas. They often conducted workshops, seminars, and programs within the state and throughout the nation. Only when no one on campus felt adequately trained to teach a course would an off-campus consultant be hired.

Shortly after the seminar on test item design was concluded, faculty interest in knowing how to plan, write, and develop self-paced learning objectives was identified by the IRC Director. A faculty survey revealed that while a large number of instructors were using some form of modular instruction or performance-based objectives in their curricula, no individual instructor felt sufficiently skilled to teach others how to write modules with performance-based objectives or how to use them in the

most productive manner. The IRC Director researched the problem by studying various instructional programs of similar design at other colleges and universities. Dr. James Russell at Purdue University, who has done extensive work in implementing self-paced modular instruction in biology and media utilization, was hired to team-teach with the IRC Director two 3-hour credit courses entitled "Beginning Module Design" and "Advanced Module Design". The Dean of Instruction stipulated that participating faculty must design a module that would be usable in one of their course preparations. These modules would be evaluated by faculty participants and course instructors. Thirty instructors enrolled in the first course in June, 1979, and ten completed the second course a year later.

Two important credit course policies were established with the offering of this first on-campus course: (1) the credit-contact hour equivalency and (2) the significant project requirement. The Dean of Instruction set one credit hour equal to 16 contact hours (time actually spent in the instructor's presence), and he required course participants to complete a substantial project as a tangible outcome of the course.

DESIGN, IMPLEMENTATION, AND EVALUATION PHASES OF THE CREDIT COURSE

Developing the credit course involves three major phases: design, implementation, and evaluation. Course design begins when topic suggestions are made by the faculty

or the Dean of Instruction to the IRC Director. Once the suggestion is judged to be worthy of further development, the IRC Director consults several instructors from different departments and/or conducts a campus-wide survey to ascertain whether or not a credit course on this topic would be desirable. If sufficient faculty interest is indicated, the IRC Director contacts on-campus instructors, known for their expertise on the topic and recognized teaching ability, to determine who would be willing to teach a non-credit trial seminar. He tries to find an instructor who demonstrates such teaching characteristics as leadership, strong communication skills (presentational and interpersonal), poise, humor, and creativeness. In short, the IRC Director wants an instructor capable of professionally teaching his or her peers. This instructor, when designated, prepared and conducts the seminar which begins the second stage of designing the credit course.

Normally these non-credit seminars are held during the college's inservice or orientation week at the onset of the fall semester. The IRC Director uses enrollment figures and faculty evaluations of these presentations to justify future credit courses. When favorable information is compiled, the seminar instructor is encouraged to submit a formal proposal[4] for a one, two, or three credit hour course. This proposal is reviewed by the Dean of Instruction and the Professional Development Committee. If it is approved, the instructor begins preparing the course curriculum. In the mean-time the IRC Director coordinates administrative arrangements for the course with the college's Continuing Education Division (CED)

[4]See Appendix C for a sample proposal of an in-house course that was presented to MCC faculty in May, 1983.

and the Dean of Instruction. A course prospectus with enrollment procedures is sent to the general faculty.[5]

The final stage of course design requires an intensive audience analysis. The course instructor and IRC Director carefully study available student demographics, present and immediate future, as well as expressed faculty needs in an effort to gear the course content and methodology to the instructional needs of the faculty and the college. Any and all data, whether from written statements, survey documents, or informal interactions, is utilized to design the course curriculum.

The implementation phase is initiated by the faculty members registering for the course and paying their fees by the specified deadline. Shortly before the first class session, the IRC Director informs the course instructor about record-keeping procedures. Throughout the course the IRC Director provides media support services and monitors a number of the class sessions.

During this phase the instructor must deal with his or her peers in a new relationship: he or she remains in the instructor's role but the peers become students in every way. They are late to class, tired, want to do the least amount of work, are fearful of any evaluative process, talk to each other during class presentations, etc. The course instructor must be self-confident and resourceful to survive with the peer relationship undamaged. Course instructors who are knowledgeable about

[5]See Appendix D for a sample prospectus sent to the MCC faculty on the in-house credit course described in Appendix C.

their topics, talented in their teaching skills, and gifted with a healthy sense of humor while conducting the course gain much professional respect and create positive group camaraderie that lasts long after the last course session.

Before the last class session ends, the participants are asked to complete evaluations of the course and its instructor.[6] These evaluations are carefully studied by the course instructor, the IRC Director, and the Dean of Instruction. Course participants are asked to give their perceptions of the instructor's ability to present the course, what additions or deletions should be made in the course curriculum, and whether or not the course should be repeated for credit. They are also asked to clarify the value of the course in improving their instructional abilities.

Credit course evaluations have resulted in several credit courses being developed on more advanced levels in the areas of interpersonal communication and computer assisted instruction.

This year a course entitled "Presentation Skills" caused a new faculty improvement procedure to be proposed by the IRC Director to the Dean of Instruction. The proposal, now being considered, recommends that instructors videotape one of their lecture or class sessions for peer review. The reviews would consist of numerical ratings and written evaluations from a selected group of peer volunteers. The videotape and peer reviews would not be seen by any administrator to avoid any

[6]See Appendix E for a sample in-house credit course evaluation form.

threatening sense of evaluation. The instructor would use the videotape and evaluations as additional tools for improving his or her presentational skills. This course on presentational skills also created a new professional development activity on campus called the "Cajolery Lunch". The college pays for a picnic-style lunch for faculty who wish to join in a group discussion on selected instructional topics. These lunches are held once a month before the General Faculty meeting and cover basic teaching skills, such as grades assignment, writing, curriculum and media use in the classroom.

Course evaluations have revealed a growing enthusiasm on the part of the faculty to improve its instructional expertise and to attend a greater number of on-campus professional development courses and activities. Faculty unity and interdepartmental understanding have also been improved. A general faculty attitude is that on-campus credit courses are extremely worthwhile as a means of professional development.

ADMINISTRATION OF THE CREDIT COURSE

Administration of on-campus credit courses is coordinated through the Continuing Education Division (CED). Faculty who enroll in a credit course register at the CED office and pay $30.00 to $60.00 per credit hour, depending on the instructional salary to be paid and other costs of presenting the course. On-campus credit course instructors are paid according to their rank on the "Summer School and

Part-Time Salary Schedule".[7] Twelve or more paid participants are required to make a course. In one or two instances, an instructor has accepted a pro-rated salary when fewer than twelve participants enrolled in a credit course. Hired off-campus consultants negotiate their fees with the Dean of Instruction. The CED pays the instructor's salary as advised by this dean.

Certificates of Completion are issued by the CED to faculty who successfully complete credit courses. The CED then files credit course completion lists with the Dean of Instruction so that credit hours earned by an instructor can be applied to his or her salary schedule record.

As of August, 1983, MCC has conducted a total of 26 non-credit professional development seminars and 11 credit courses for its faculty.[8] Seminar and course participants have expressed much enthusiasm for the instructional benefits they have gained from these in-house activities and for the college's system of administering them.

BENEFITS OF THE ON-CAMPUS CREDIT COURSE

This college's program of in-house credit courses has benefited its faculty in

[7] See Appendix F for the salary scale used at MCC for in-house instructors of salary step credit courses.

[8] See Appendix G for a complete, chronological listing of non-credit seminars and credit courses conducted for the professional development of MCC faculty from 1978 to 1983.

several ways.

(1) The courses are designed to meet specific instructional needs of the faculty.

(2) The courses are convenient, economical, and time-efficient for the faculty.

(3) The courses improve the faculty's instructional abilities and communication skills.

(4) The courses encourage faculty to use new instructional techniques in the classroom and in the design of course curricula.

(5) The courses give faculty a better understanding of the student's perspective in the learning process.

(6) The courses create greater faculty unity, especially between departments campus-wide.

(7) The courses generate increased professional respect among the faculty.

Only two credit courses offered by the college have not enrolled the required twelve faculty members. These insufficient enrollments were caused by scheduling conflicts on the part of interested faculty. A common attitude of regularly participating faculty in on-campus credit courses is that, no matter what instructional topic is being presented, the course will yield new insights and techniques applicable to any subject area curricula. The faculty believe these credit courses also provide a forum for the individual exchange of teaching concerns, ideas, and methods.

Faculty members who teach credit courses are motivated to do their best instructional work in presenting the curriculum to their peers. They experience an intensive teaching situation when they face their professional peers and must impress them favorably. Course instructors feel great pressure to do their finest teaching which, in itself, improves their instructional knowledge and skills for the regular classroom audience.

Most importantly, the regular students experience a greater number of instructors who have enriched their abilities to teach academic courses in an up-to-date, communicative, and enthusiastic manner. They interact with instructors who are more sensitive to the frustrations inherent in the learning process. Whether or not the college's program of on-campus credit courses is resulting in an improved attrition rate has not been directly proved by a formal study at MCC. However, a recent memo from the Dean of Instruction to the general faculty stated:

> I receive numerous comments regarding instructors and instruction at MCC ... Given my role, a natural expectation is to hear about complaints ... What amazes me, however, is the number of compliments which I hear. Most people are quicker to complain and criticize than to praise ... the volume and quality of the plaudits clearly outweight and outnumber the complaints.
>
> In a recent conversation, a college credit student ... made these

unsolicited observations to me. First, he appreciated the high standards set by MCC instructors ... Second, MCC instructors were prepared. They knew their subject matter and taught it well. Finally, instructors cared. Not only did instructors provide assistance when requested, many took the initiative to offer encouragement or ask if he needed help.[9]

CONCLUSION

The college's program of on-campus credit courses for the professional development of faculty is believed to be a highly effective means of improving the quality of instruction by both the administration and the faculty. On-campus credit courses have proved to be a feasible, appropriate alternative to faculty enrollment in various post-graduate courses at other colleges and universities. A successful program of such professional development courses must include a clear recognition of the faculty's instructional needs and interests; it must provide maximum convenience, financial economy, and time-efficiency for the faculty; and, finally, it must utilize appropriate evaluative procedures to determine instructional values of the courses for the faculty who participate in them and the students who enroll at the college.

[9]Murphy, Norman. An Occasional Bulletin from The Office of the Dean of Instruction, October 19, 1983, p. 2.

APPENDIX A

AN EXPLANATION OF PROFESSIONAL DEVELOPMENT REQUIREMENTS AND SALARY SCHEDULE CREDITS FOR MCC FACULTY

Professional Development and Salary Schedule Credit for Same

All full-time faculty members must attend school or other approved activity at least every four years and complete a minimum of three semester hours or equivalent. The first four years of a person's employment at the College shall constitute the first four-year period; subsequent four-year periods will follow the first, without interruption. E.g., after twelve years of employment at the College, a person must have completed nine semester hours in order to receive the increment for the thirteenth year. Those not meeting this requirement shall not be entitled to additional annual increments, until the requirement is met. When the requirement is met, one annual increment for each increment withheld will be added to the salary of the person involved, effective the year following the meeting of the requirement (i.e., payment for increments foregone will not be made retroactively).

Courses in the categories shown below shall be valid for meeting the requirements of this salary schedule or for use to gain benefits under the schedule.

Courses for which advance approval should be secured from the Dean of Instruction.

1. Graduate-level courses in the particular faculty member's subject matter field. The term "subject matter field" will be interpreted narrowly; e.g., a teacher of history may not, without special approval, use a government course to satisfy the requirement.

2. Undergraduate-level courses in the faculty member's subject matter field which are able to be used in the credit-granting institution to satisfy requirements for a degree more advanced than that which the faculty member presently holds.*

3. Courses which are suggested or required by the degree granting institution as a part of the faculty member's program to complete an advanced degree.*

* - The teacher may be required to provide verification from the credit-granting institution.

Courses or activities for which advance approval must be secured from the Dean of Instruction for:

1. Courses not in the teacher's subject matter field, and not qualifying under item #3, above.

2. Courses taken by extension.

3. Undergraduate-level courses not qualifying under item #2, above.

4. Any activity or work, including travel, not covered above.

Responsibility for Documentation

It shall be the responsibility of the faculty member to provide documentation for all salary schedule credit to be awarded (prior teaching experience, prior work experience, college credits earned, special projects, etc.), except credit for teaching experience at McLennan Community College. The faculty member must provide original transcripts to document all credits acquired in regular college credit courses. Grade reports may be accepted for documentation on a temporary basis only.

Salary Increases for M + 60 and Ph.D. Faculty with Maximum Experience

A fulltime faculty member at the M + 60 (Step 10) or Ph.D. (Step 11) level on the salary schedule, with credit for the maximum number of experience increments (16), is eligible to earn additional, permanent salary increases at the rate of $100 per semester-hour equivalent by completing certain educational acitivities.

Salary increases under this section may be earned through a variety of educational activities such as college course work; workshops; symposiums; clinics; work experience; travel; professional performances and creations; curriculum development; and special projects (e.g., research and writing for publication). Each activity or project proposed for this purpose will be evaluated primarily on the basis of its potential to improve instruction or to benefit the College in some other way.

To be applicable for salary purposes under this section, each activity must be approved, in advance of its commencement, by the Dean of Instruction. Proposals shall be submitted in writing through appropriate administrative channels. The responsibilities of the Dean of Instruction shall include determinig the value of the activity and prescribing documentation required to verify successful completion of the activity.

The salary value of activities shall be measured in semester-hour-equivalent units; each unit shall have a salary value of $100 per contract year (9 mos. or longer).

Proposals may be submitted at any time, and activities involved may be commenced during or after the first year in which the faculty member receives the maximum salary for his/her step on the salary schedule (M + 60 + 16 years experience or Ph.D. + 16 years experience.). Salary credit for activities completed during a given year shall be effective the beginning of the following year. Activities accomplished prior to the 1983-84 contract year shall not be applicable.

The amount of salary increase earned by a faculty member under this section shall be limited to six semester-hour equivalents ($600) during each three-year period beginning with 1983-84, or with the year following the first year in which the faculty member receives the maximum salary for his/her step on the salary schedule. The maximum salary credit earned under this section shall be 24 semester-hour equivalents ($2,400).

All provisions of this section shall apply to M + 60 and Ph.D. faculty members alike, and advancement of a faculty member from M + 60 to Ph.D. after the effective date of this policy shall have no effect on the salary of the faculty member involved, or the administration of this section, except his/her salary will be increased by the difference between the M + 60 and Ph.D. base salaries.

APPENDIX B

FOR MCC FACULTY
PROFESSIONAL DEVELOPMENT PROGRAM

The goal of the professional development program is to provide opportunities and incentives for the professional staff to improve the effectiveness of the instructional programs and related support programs.

Participation in professional development activities is expected of all faculty. Faculty shall consider the following factors in determining their activities: student needs, institutional goals, evaluation results, and personal interest. Professional development may occur in formally structured courses, workshops and similar activities or in informal conversations, personal reading, research and the like.

Professional development for faculty is any activity which contributes to a person's competency in any or all of the following areas:

1. Disciplinary content
2. Interdisciplinary relationships
3. Instructional techniques
4. Communication skills

To encourage professional development among faculty, McLennan Community College will provide the following opportunities:

1. Funds in departmental/program travel budgets.
2. Courses and workshops for step credit on the salary schedule.
3. Short courses and workshops which are not for step credit on the salary schedule.
4. Funds for individual proposals for professional development.

The Dean of Instruction shall be responsible for facilitating professional development, assisted by the Professional Development Committee and the Director of the Instructional Resource Center.

The Dean of Instruction shall approve all professional development courses and workshops conducted on campus and all expenditures for professional development within the limits prescribed by the Budget Administration Policy. The President shall approve all expenditures beyond the Dean of Instruction's approval authority.

Professional Development Committee

A standing Professional Development Committee shall be established to solicit, collect, and judge proposals submitted for professional development and to provide input for professional development activities on campus.

The following procedures relate to the duties, establishment and operation of the Committee and describes how to initiate and submit a proposal.

Duties: (1) The primary duty of the Committee shall be to judge the merits of the proposals submitted and make recommendations (including a ranking of the proposals) for funding to the Dean of Instruction, who will make the final decision. The Committee recommendations shall include the distribution of projects over (during) the time period involved. (2) The Committee shall also serve as an advisory committee for the Dean of Instruction and the Director of Instructional Resources for

planning professional development activities on campus. The Committee shall meet in the Spring to review institutional needs and recommend professional development emphasis for the coming year to the Dean of Instruction, who shall determine the emphasis and inform the faculty.

Composition: The Committee shall consist of four members selected from the faculty (including counselors and librarians). Two members shall be selected from the Vocational-Technical division and two members from Arts and Sciences division (including counselors and librarians). The Dean of Instruction and the Director of Instructional Resources shall serve as ex-officio members of the Committee.

Selection Procedure: Annually, in April, each faculty member shall nominate (to his chairman/director) two faculty members form his/her division to serve on the Committee. The respective division deans will tabulate the nominations and place the three names with the most votes from each division on a ballot. Then, the faculty members in each division will vote and elect representatives for their division. The two faculty members from each division receiving the greatest number of votes shall form the initial Committee. Following the initial selection process, the subsequent elections shall be held each April and follow the same procedure to elect one new Committee member.

Terms of Service: At the first Committee meeting, one member each from Arts and Sciences and Vocational-Technical shall be selected by some method of chance to serve only one year on the committee; the remaining members shall serve two years. Also, each year, at the initial meeting, the Committee shall elect a Chairman. A year of service shall begin with the Fall semester.

Filling Vacancies: Vacancies shall be filled following the regular selection procedure. Nominations for vacancies shall come only from the division where the vacancy exists.

Meetings: Meetings will be held as the Committee Chairman deems necessary. The Chairman will notify the faculty about any deadlines for submission for proposals.

PROFESSIONAL DEVELOPMENT PROPOSAL

1. Give brief general summary of proposal.
2. State the goals and specific objectives of the proposal. Include a needs assessment and analysis that gives rationale for your proposal.
3. State briefly your impressions of how the professional development activity will benefit MCC. (Impact on course, program, students and the like.)
4. State how this proposal will be accomplished.
   If applicable, include plans and cost for implementing a related instructional project.

   Who will be involved and when?
   How long will it take?
   How will it be evaluated?
   Does it involve special equipment, resources, substitutes, etc.? Other?

5. Prepare a simple budget for the project, showing expense items and estimated costs.
6. Other

Please attach a copy of this page as a cover for the single copy of the proposal which you send to your immediate supervisor. The persons designated below will sign on this page, provide comments on a separate page and forward the proposal and comments to the appropriate person. Movement through administrative channels must be rapid. No more than 24 hours per stop, please! Also, remember to send five copies of the proposal to the Committee Chairman.

Project Summary

Purpose _____

_____

_____

_____

Location _____ Total Cost _____

Submitted by _____ Date _____

Comments by

Immediate Supervisor _____ Date _____

Administrator _____ Date _____

Committee Chairman _____ Date _____

Amount Recommended _____ Amount Approved _____

Approval _____ Date _____

APPENDIX C

A SAMPLE PROFESSIONAL DEVELOPMENT CREDIT COURSE PROPOSAL SUBMITTED TO MCC'S DEAN OF INSTRUCTION

DATE March 25, 1983

TO: Dr. Norman Murphy

REPLY REQUESTED: ☐ YES ☐ NO

FROM: Randy Schormann

RE: Credit Workshop for Professional Staff - " PRESENTATION SKILLS"

Attached you will find the proposal and objectives for a 3 hour faculty salary step credit workshop. The tentative dates will be May 16-20 and 23-27, 1983 from 8 a.m. to 12 noon each day. In addition, a project will be required and due before August 15, 1983. Also note, in addition to each person doing their own project, each person must serve on an evaluation committee to critique other presentations. The instructor will be Ann Harrell.

This promises to be an exciting and very beneficial workshop for our faculty. Ann presented this as a 3 contact hour seminar during fall "back-to-school" days and 45 people attended.

mr

attachment

O.K. Looks very good!
NM
3-24-83

"Communication is the primary method for the transmission of information within the classroom. Teacher-student interactions, as well as communication among students, serve the dual functions of creating the classroom learning experience for the student and maintaining an instructional environment suitable for that education. Indeed, one might suggest that teaching is, in reality, communication; and ineffective communication within the classroom is tantamount to poor instruction. If a teacher cannot communicate what he or she knows, his or her potential effects on students, in terms of cognitive, affective and behavioral goals, seems quite limited." JOHN A. DALY, UNIVERSITY OF TEXAS - AUSTIN

WORKSHOP/COURSE DESCRIPTION

This course is designed for those instructors who want to know more about oral communication techniques that can be used in the classroom and in professionally-related situations, such as conventions, radio, television, faculty meetings, and other public occasions. Participants will survey the research on communication, competencies of teachers, and study leadership as the basis of all instructional communications. The fundamentals of instructional communication will be explored and demonstrated in various classroom lecture and other special presentation formats. Videotape equipment will be available for participants to assess and refine their presentational skills. Guest speakers will give demonstrations and lend their perspectives on using effective communication techniques.

Three credit hours may be earned by attending all sessions and by completing the assigned project.

RECOMMENDED PROJECT DESCRIPTION

Each participant will prepare an oral presentation for one of the following situations: classroom, radio, television, convention, faculty meeting, or the public. The participant is to select three other workshop participants to evaluate his or her presentation. On the basis of these evaluations a self-evaluation will be prepared for discussion with the workshop instructor. Dates and times for completion of this project will be mutually determined by the participant and the instructor.

Part One: TEACHING IS COMMUNICATION IS LEADERSHIP

I. The Essence of Teaching is Communication

A review of what recent research says about the communication competencies of teachers in the classroom.

II. Instructional Communication is Leadership in Action

The speaker addressing any audience is exhibiting leadership by virtue of his or her place at the podium. In fact, leadership is the theme of every presentation. Understanding this concept can help the speaker achieve true "power of the podium".

III. Self-Confidence and Showmanship are the Tools of Leadership

A properly understood and carefully applied personal perspective is the right beginning point for a person who wishes to present his or her ideas effectively. It is important to recognize and understand the important qualities of character that go into the makeup of a truly good communicator.

Part Two: FUNDAMENTALS OF INSTRUCTIONAL COMMUNICATION

I. Oral Presentations Begin with the Speaker's Understanding of the Audience

You can't make an oral presentation without understanding your audience. The audience analysis process has four phases: understanding audiences in general; analyzing the audience of a specific presentation; interpreting audience behavior during and after the presentation; and evaluating your objective accomplishment.

II. Every Oral Presentation needs the Right Kind of Objective

A presentation must serve a function: there is no other reason for making one. If it does not, nothing has been accomplished. That function is always the same: to affect human beings - to get others to respond or change in some way. The whole key to making a presentation serve a function is the proper identification, development, and evaluation of its objective - what is the audience supposed to learn or do as a result of the speech?

III. Developing the Subject of a Presentation depends upon the Speaker's use of Knowledge, Belief, and Commitment

The text of any speech is composed of knowledge, belief, or commitment. Too often knowledge (the cold facts) is the largest ingredient; belief (what an audience wants most) is the smallest ingredient; and commitment (the selling of the objective) is usually lacking.

No matter how informative the subject may be, the audience won't catch hold unless they are inspired, motivated, and challenged to do so - unless the speaker leads them to it. To do this the speaker must concentrate on the audience's needs and how he or she can best fulfill them.

IV. Getting and Maintaining Attention keeps the Oral Presentation Alive for the Audience

The opening and closing words of any presentation should grow out of the body of the speech. The opening remarks sells the audience members on giving their attention to the presentation while the closing remarks keep the listeners focused on the message long after it has been given to them. These remarks must be carefully constructed in order to be effective. The wise speaker also incorporates questions and other audience response factors throughout the speech.

V. The Classroom Lecture is Not a Talk Show

Lecturing is one of the most used methods of the college teacher. Students listen to lectures 80% of the time in a typical college class. It is important to understand that lecturing is a highly complex mode of transmitting and receiving information.

VI. Effective Delivery of a Speech depends upon the Speaker's Personality and Imaginative Projection Ability

The speaker's role in delivering a presentation is vital in achieving its objective. The successful use of vocal, verbal, and nonverbal communication techniques requires a thorough understanding of the speaker's personality. An imaginative projection ability allows the speaker to focus on using delivery techniques best suited to a specific presentation and audience.

VII. Media Aids can do Two Important Things for a Speech: Improve It or Sabotage It!

Research indicates audiences remember more content longer when the speaker uses media aids in an oral presentation, but the speaker must correctly assess the listeners' experience level with the subject as well as understand the function of the media aids. Otherwise, the speaker's use of media aids will undermine the desired effect of the speech.

Part Three: SPECIAL OCCASION PRESENTATIONS FOR INSTRUCTORS

Increasingly, instructors are invited to make speeches outside the classroom. The image projected becomes more than a personal one; it becomes an impression of a committee, a department, and often the college itself. Consequently, the speaker must exhibit effectiveness in the presentational formats he or she may encounter.

I. Radio and Television Talk Shows

II. Public Presentations: Luncheons/Clubs/Schools

III. The Convention Program

IV. The Faculty Meeting Presentation

V. The Recruiting Speech

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APPENDIX D

A SAMPLE PROFESSIONAL DEVELOPMENT CREDIT
COURSE PROSPECTUS SENT TO MCC FACULTY

To: ALL FACULTY

From: Instructional Resource Center

Re: Workshop - Faculty Salary Step Credit

Date April 4, 1983

Reply Requested: ☐ Yes ☐ No

Teaching is communication. Therefore, ineffective communication can be poor instruction. To say another way, if a student hasn't learned, maybe teacher hasn't taught.

John Daly from UTA says, "If a teacher cannot communicate what he knows, his potential effects on students, in terms of cognitive, affective, and behavioral goals, seems quite limited".

WORKSHOP/COURSE DESCRIPTION

This course is designed for those instructors who want to learn oral communication techniques that can be used in the classroom and in professionally-related situations, such as conventions, radio, television, faculty meetings, and other public occasions. Participants will survey the research on communication competencies of teachers, and study leadership as the basis of all instructional communications. The fundamentals of instructional communication will be explored and demonstrated in various classroom lecture and other special presentation formats. Videotape equipment will be available for participants to assess and refine their presentational skills. Guest speakers will give demonstrations and lend their perspectives on using effective communication techniques.

As usual, a substantial project will be required for course credit. The recommended project will be for each participant to prepare a major oral presentation for one of the following: classroom, radio, television, convention session, faculty meeting or the general public. The presentation will be evaluated by other workshop participants, a self-evaluation will be prepared and the total presentation plus evaluations will be discussed with the instructor. Other project ideas and dates for completion will be mutually set by the participant and the instructor.

VITALS:

RESOURCE LEADER: Mrs. Ann Harrell
Instructor, Speech Department, MCC

TITLE: ORAL COMMUNICATION/PRESENTATION SKILLS

WHEN: May 16-20 and May 23-27, 1983
8:00 a.m.-12:00 noon, daily

WHERE: AC Building, Room 301

CREDIT: Faculty Salary Step Credit - 3 hours

TO ENROLL: Pay $90.00 (for 3 credit hours) to the Office of Continuing Education and complete the necessary forms in that office.

OR If you want to participate but do not want step credit fill out a faculty development proposal form (available in the Dean of Instruction's office) and return 4 copies to Marylin Kelly (Chairperson of the Professional Development Committee) and send one additional copy through administrative channels.

For more information contact Ann Harrell, ext 326 or Randy Schorman, ext 260.

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ORAL COMMUNICATION/PRESENTATION SKILLS

Faculty Workshop

Ann Harrell, Instructor

Part One: TEACHING IS COMMUNICATION IS LEADERSHIP

I. *THE ESSENCE OF TEACHING IS COMMUNICATION*

A review of what recent research says about the communication competencies of teachers in the classroom.

II. *INSTRUCTIONAL COMMUNICATION IS LEADERSHIP IN ACTION*

The speaker addressing any audience is exhibiting leadership by virtue of his or her place at the podium. In fact, leadership is the theme of every presentation. Understanding this concept can help the speaker achieve true "power of the podium".

III. *SELF-CONFIDENCE AND SHOWMANSHIP ARE THE TOOLS OF LEADERSHIP*

A properly understood and carefully applied personal perspective is the right beginning point for a person who wishes to present his or her ideas effectively. It is important to recognize and understand the important qualities of character that go into the makeup of a truly good communicator.

Part Two: FUNDAMENTALS OF INSTRUCTIONAL COMMUNICATION

I. *ORAL PRESENTATIONS BEGIN WITH THE SPEAKER'S UNDERSTANDING OF THE AUDIENCE*

You can't make an oral presentation without understanding your audience. The audience analysis process has four phases: understanding audiences in general; analyzing the audience of a specific presentation; interpreting audience behavior during and after the presentation; and evaluating your objective accomplishment.

II. *EVERY ORAL PRESENTATION NEEDS THE RIGHT KIND OF OBJECTIVE*

A presentation must serve a function: there is no other reason for making one. If it does not, nothing has been accomplished. That function is always the same: to affect human beings - to get others to respond or change in some way. The whole key to making a presentation serve a function is the proper identification, development, and evaluation of its objective - what is the audience supposed to learn or do as a result of the speech?

III. *DEVELOPING THE SUBJECT OF A PRESENTATION DEPENDS UPON THE SPEAKER'S USE OF KNOWLEDGE, BELIEF, AND COMMITMENT*

The text of any speech is composed of knowledge, belief, or commitment. Too often knowledge (the cold facts) is the largest ingredient; belief (what an audience wants most) is the smallest ingredient; and commitment (the selling of the objective) is usually lacking.

IV. *GETTING AND MAINTAINING ATTENTION KEEPS THE ORAL PRESENTATION ALIVE FOR THE AUDIENCE*

The opening and closing words of any presentation should grow out of the body of the speech. The opening remarks sell the audience members on giving their attention to the presentation while the closing remarks keep the listeners focused on the message long after it has been given to them. These remarks must be carefully constructed in order to be effective. The wise speaker also incorporates questions and other audience response factors throughout the speech.

V. *THE CLASSROOM LECTURE IS NOT A TALK SHOW*

Lecturing is one of the most used methods of the college teacher. Students listen to lectures 80% of the time in a typical college class. It is important to understand that lecturing is a highly complex mode of transmitting and receiving information.

VI. *EFFECTIVE DELIVERY OF A SPEECH DEPENDS UPON THE SPEAKER'S PERSONALITY AND IMAGINATIVE PROJECTION ABILITY*

The speaker's role in delivering a presentation is vital in achieving its objective. The successful use of vocal, verbal, and nonverbal communication techniques requires a thorough understanding of the speaker's personality. An imaginative projection ability allows the speaker to focus on using delivery techniques best suited to a specific presentation and audience.

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Research indicates audiences remember more content longer when the speaker uses media aids in an oral presentation, but the speaker must correctly assess the listeners' experience level with the subject as well as understand the function of the media aids. Otherwise, the speaker's use of media aids will undermine the desired effect of the speech.

Part Three: SPECIAL OCCASION PRESENTATIONS FOR INSTRUCTORS

Increasingly, instructors are invited to make speeches outside the classroom. The image projected becomes more than a personal one; it becomes an impression of a committee, a department, and often the college itself. Consequently, the speaker must exhibit effectiveness in the presentational forms he or she may encounter.

I. *RADIO AND TELEVISION TALK SHOWS*

II. *PUBLIC PRESENTATIONS: LUNCHEONS/CLUBS/SCHOOLS*

III. *THE CONVENTION PROGRAM*

IV. *THE FACULTY MEETING PRESENTATION*

V. *THE RECRUITING SPEECH*

APPENDIX E

WORKSHOP EVALUATION

INSTRUCTIONAL RESOURCE CENTER
McLENNAN COMMUNITY COLLEGE

Name of Workshop_____ Date_____

1. What was the strongest aspect of the workshop?

2. What was the weakest aspect of the workshop?

3. What activities and/or subjects should be added?

4. What activities and/or subjects should be deleted?

5. What changes would you suggest in the way the workshop was conducted?

6. Overall, the workshop was:

Awful			Adequate			Excellent
1	2	3	4	5	6	7

7. Any general comments you care to make? (should it be repeated? for salary step credit? should it be required? expanded? etc?)

APPENDIX F

SALARY SCHEDULE USED FOR MCC INSTRUCTORS OF IN-HOUSE PROFESSIONAL DEVELOPMENT CREDIT COURSES

SUMMER SCHOOL AND PART-TIME SALARY SCHEDULE
(Credit for Experience Not Applicable)

	COURSE	Bachelor's	Master's	M + 24	M + 48	Dr.
1.	All 3 sem. hour courses which ordinarily meet 3 lecture hours per week in a long session semester.	$1,183	$1,338	$1,422	$1,508	$1,623
2.	Nursing lecture and clinical supervision Bus 115, CDP 115	394	446	474	502	541
3.	Mus 100	658	745	792	839	904
4.	Mus 111, 112, 113, 114, 145, 146, 147, 148, 151, 152, 203, 213, 214 Bus 130, 110, 120, 125 CDP 130	788	892	947	1,005	1,082
5.	P.E. Activity Courses	843	955	1,016	1,075	1,158
6.	Mus 117, 118, 119, 120, 124, 125, 164, 165, 126, 127, 166, 167, 133, 134, 135, 136, 137, 138, 139, 140, 174, 175, 176, 177	986	1,116	1,187	1,256	1,353
7.	Dra 308, 309, 356, 357	1,053	1,190	1,266	1,341	1,445
8.	Art 303, 304 Mus 217, 218, 219, 220 IT 301	1,313	1,485	1,579	1,674	1,803
9.	Art Studio Courses Math 455, 456, 457 CDP 306	1,576	1,784	1,898	2,010	2,164
10.	Bus 331, 341, 342, 351, 352 CDP 405, 415, 451, 452, 454, 456, 457 NHA 464 Spanish 401, 402 IT 405, 406 CHC 405	1,706	1,933	2,054	2,178	2,345
11.	Engineering 201, 202	1,839	2,083	2,213	2,345	2,526
12.	Bio 401, 402, 403, 453 Chemistry 411, 412 Physics, Geology Art 341, 350 Jou 341, 350	1,970	2,230	2,372	2,512	2,706
13.	Biology 404, 405, 451	2,100	2,377	2,527	2,678	2,885
14.	Chemistry 421, 422, 451, 452	2,323	2,527	2,688	2,847	3,067
15.	For courses other than those specified above, the salary should be determined by the Dean of Instruction and approved by the President.					

APPENDIX G

A CHRONOLOGICAL LISTING OF NON-CREDIT SEMINARS AND CREDIT COURSES CONDUCTED FOR THE PROFESSIONAL DEVELOPMENT OF MCC FACULTY 1978 - 1983

1. How to Write & Evaluate Test Items
   December 1978 - 30 participants - Non-credit
   Instructors - Randy Schormann & Dorothea Lanoux

2. Beginning Module Design
   June 1979 - 30 participants - Credit-3 hours
   Instructors - Randy Schormann & Dr. James Russell

3. Advanced Module Design
   June 1980 - 10 participants - Credit-3 hours
   Instructors - Randy Schormann & Dr. James Russell

4. Working with the Adult Learner
   July 1980 - 15 participants - Credit-2 hours (3 Non-credit)
   Instructor - Dr. H. Rada

5. Microcomputers in Education
   July 1980 - 24 participants - Credit-1 or 2 or 3 hours
   Instructor - Dan Walker

6. New-Hire Orientation
   August 14 & 15, 1980 - 18 participants - Non-credit
   Instructors - Randy Schormann, Jeri Carey, Karen Thomas and Dorothea Lanoux

7. Leading a Discussion
   August 20, 1980 - 15 participants - Non-credit
   Instructor - Marylin Kelly

8. Lecturing: An Art!
   August 20, 1980 - 25 participants - Non-credit
   Instructors - Larry James, Joe Ingram, Jerry Scarborough, Jan Blackburn, Dale Hughes and Gary Duncan

9. Teaching Students to Think
   August 21, 1980 - 28 participants - Non-credit
   Instructor - Dr. Norman Murphy

10. Tips for Helping Students with Reading Problems
   August 21, 1980 - 13 participants - Non-credit
   Instructors - Marguerite Sanchez & Dr. Doris Manning

11. Microcomputers for Instruction
   August 21, 1980 - 20 participants - Non-credit
   Instructor - Dan Walker

12. Reality Therapy
   August 21, 1980 - 19 participants - Credit-1 hour
   Instructors - Nora Comstock & T. Thompson

13. Teaching Student to Reason-the DOORS Project
   January 30 & 31, 1981 - 13 participants - Credit-1 hour
   Instructor - Dr. Tom Campbell

14. Interpersonal Communication
   May 18-22, 1981 - 12 participants - Credit-1 or 2 or 3 hours
   Instructor - Marylin Kelly

15. Linear Mathematics
   May, 1981 - 9 participants (was planned by and for Math Department) - Credit-3 hours
   Instructor - Dr. John Rolf (Baylor)

16. New-Hire Orientation
   August 17, 18 & 24, 1981 - 17 participants - Non-credit
   Instructors - Randy Schormann, Janis Jackson & Dorothea Lanoux

17. A Student Development Model: Helping Students Succeed
   August 19, 1981 - 29 participants - Non-credit
   Instructor - Dr. Terry Thompson (U.T. Austin)

18. Your Students Reading Problems
   August 24, 1981 - 19 participants - Non-credit
   Instructor - Dr. Doris Manning

19. Working with the Handicapped
   August 24, 1981 - 5 participants - Non-credit
   Instructor - Sue Burroughs

20. Games and Simulations
   August 25, 1981 - 24 participants - Non-credit
   Instructors - Mike White, Mike Brooks & Allen Dalton

21. New-Hire - Part-time Credit Instructors
August 24, 1981 - 15 participants - Non-credit
Instructor - Randy Schormann

22. Eliminating Self-Defeating Behavior
May 13 & 14, 1982 - 13 participants - Non-credit
Instructor - Dr. Milton Cudney (Western Michigan University)

23. Interpersonal Communications Level I
May 18-20, 25-27, 1982 - 6 participants - Credit-3 hours
Instructor: Marylin Kelly

24. Interpersonal Communications Level II
May 17-19, 25-27, 1982 - 7 participants - Credit-3 hours
Instructor: Marylin Kelly

25. New-Hire Orientation
August 17 & 17, 1982 - 15 participants - Non-credit
Instructors - Randy Schormann, Janis Jackson, Dorothea Lanoux & Sandy Browning

26. How to Conduct Faculty Appraisals
August 24, 1982 - 23 participants - Non-credit
Instructor - Jeff Olson

27. How to Make Smashing Oral Presentations
August 20, 1982 - 42 participants - Non-credit
Instructor - Ann Harrell

28. Scoring Tests and Assigning Grades
August 23, 1982 - 12 participants - Non-credit
Instructor - Dorothea Lanoux & Randy Schormann

29. Fitness is Just Good Health
August 23, 1982 - 42 participants - Non-credit
Instructors - James Burroughs, Sandy Hinton, Dub Kilgo, Linda Beatty, Ray Murry, Judy Walsh, Bob Ammon

30. New-Hire Orientation and Returning Part-timers
August 24, 1982 - 30 participants - Non-credit
Instructor - Randy Schormann & Keith Geisler

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31. Microcomputer Applications
January 14 thru April 1, 1983 - 20 participants - Credit 2 step (30 contact hours)
Instructor - Jana Millar

32. Presentation Skills
    May 16-20, May 23-27, 1983 - 16 participants - 3 hr. step credit
    Instructor - Ann Harrell

33. IRS Workshop
    March 16, 1983 - 7 participants - Non-credit
    Instructor - Jimmy King

34. Great Teacher Workshop
    March 24 and 25, 1983 - 16 participants - Non-credit
    Instructors: Bob Reid, Baylor; Jim Lillie, TSTI; Randy Schormann, MCC

35. New Hire Orientation-Full Time Faculty
    August 15, 18, and 19, 1983 - 17 participants - Non-credit
    Instructors - Randy Schormann and Dorothea Lanoux

36. Guided Design
    August 18 and 19, 1983 - 36 participants - Non-credit
    Instructor - Dr. Charles Wales
    West Virginia University
    Morgantown, West Virginia

37. Working with Hearing Impaired Students
    August 19, 1983 - 5 participants - Non-credit
    Instructors - Jonnie Duncan and Andrew Diskart

38. Guess Who's Coming to College in 1990
    August 19, 1983 - 31 participants - Non-credit
    Instructor - Jeff Olson